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ABSTRACT

This report supplements two earlier government studies on health personnel in the United States, focusing on graduates of allied health programs in private, for-profit schools. The report contains the following tables: (1) Accrediting Bureau of Health Education Schools (ABHES) Accredited Schools and Specialized Programs; (2) Allied Health Programs Offered in ABHES Accredited Schools; (3) National Association of Trade and Technical Schools (NATTS) Accredited Schools; (4) Allied Health Programs Offered in NATTS Accredited Schools; and (5) Allied Health Programs--Graduates and Placements for 1988 and 1989. The American Medical Technologists' 1989 assocation report on membership, education, and employment is included. Three appendices contain letters stating the case for the need for and accomplishments of private health career schools that prepare students for direct employment in the health care field. (KC)

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A REPORT TO THE PRESIDENT AND CONGRESS

ON THE STATUS OF HEALTH PERSONNEL GRADUATES OF ACCREDITED PRIVATE HEALTH CAREER SCHOOLS

IN THE UNITED STATES

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Appreciation is expressed to Gerard P. Boe, Executive Director; Eleanore Bors, Associate Executive Director; James Fidler, Director of Testing and Competency Assurance and staff members of American Medical Technologists for their assistance.

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    RE: *Sixth Report to the President and Congress on the Status of Health Personnel in the United States*

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PREFACE

In June 1988, the *Sixth Report to the President and Congress on the Status of Health Personnel in the United States* was released. It was prepared by the Health Resources and Services Administration's Bureau of Health Professions.

This report continued as a series of biennial reports on the status of the Nation's health care personnel submitted by the Secretary of Health and Human Services to the President and Congress in compliance with a number of legislative authorities.

Although allied health personnel were included in the report, a special study of allied health personnel was also conducted by the Institute of Medicine of the National Academy of Sciences. The latter was mandated by Section 233 of P.L. 99-129.

In this initial report submitted by the American Medical Technologists (AMT): *A Report to the President and Congress on the Status of Health Personnel Graduates of Private Health Career Schools*, the goal is to supplement the Sixth Report and the Institute of Medicine study of allied health personnel, especially since there is very limited information about allied health education programs below the baccalaureate degree level which are conducted in private health career schools and little information on the type and number of those graduates that contribute to patient care in the United States.

In order to make accurate projections for health care manpower needs for current and future utilization, the Secretary of Health and Human Services must establish data collection systems that access all allied health education programs in the public and private sectors. The Department of Health and Human Services cannot continue to rely solely on organized medicine and dentistry and their collaborating organizations for allied health manpower and education data. There are responsible organizations in the private health career sector that are not affiliated with organized medicine and dentistry that must be consulted for additional data on education, manpower, and credentialing.

Chester B. Dziekonski
Director, Special Projects
American Medical Technologists

INTRODUCTION

Data on allied health personnel educated in accredited private health career schools were compiled by American Medical Technologists (AMT) with the cooperation of the Accrediting Bureau of Health Education Schools (ABHES), the National Association of Health Career Schools (NAHCS) and the Accrediting Commission of the National Association of Trade and Technical Schools (NATTS).

It is AMT's belief that accurate manpower projections are impossible unless these projections reflect all sources of allied health personnel education and that consideration be given to individuals who advance in their profession via experience and evaluation through certification.

The data will show the diversity of educational opportunities in private health career schools, the number of such programs, and in some instances, the number of graduates from these programs.

Additional emphasis will be placed on allied health personnel certified by AMT; i.e., medical laboratory technicians, and medical and dental assistants.

AMT believes that this data will complement the data made available in the *Sixth Report to the President and Congress on the Status of Health Personnel in the United States* and in the Institute of Medicine Study: *Allied Health Services: Avoiding Crises.*

In addition, this information will stimulate institutions of higher education to develop linkages from private/vocational health career education to higher education. The development of such linkages was one of the recommendations from the study, *The Future of Allied Health Education - New Alliances for the 1980s* by the National Commission on Allied Health Education.

If institutions of higher education would look at this pool of vocational school graduates as candidates for higher degrees, educational institutions and students would benefit positively from the effort.

The following quote is taken from a reprint of an article published in the "National Home Study Supplement," September 1973, that originally appeared in the Summer issue of the magazine *Change* titled, "A New Look at Proprietary Schools," Wellford W. Wilms, Project Director at the Center for Research and Development in Higher Education at the University of California at Berkeley:

> Proprietary schools are likely to compete seriously with two- and four-year colleges in training the labor force of the future. To exclude them just because they make a profit is to respond emotionally to a red herring. Profit-making is not the issue. The question that should be asked of proprietary schools as well as public vocationally-oriented schools is very simple: How well do they do what they say they are doing?

This statement is as true today as it was in 1973.

AMT, in cooperation with ABHES, NAHCS and NATTS, shares this report with responsible parties in medicine, dentistry, higher education, government and allied health as a step in a cooperative initiative to broaden further the data needed to make the important decisions applicable to quality health care.

TABLE I

Accrediting Bureau of Health Education Schools (ABHES) accredited schools and specialized programs.

Accredited Specialized Programs for medical laboratory technicians and/or medical assistants:

AZ - Apollo College of Medical and Dental Careers
(branches in Mesa, Phoenix and Tucson)
The Bryman School
Career One Technical Training Corporation of Tucson
Tucson College of Business

CA - Apollo College of Medical and Dental Careers
(branches in Chula Vista and San Diego)
California Paramedical and Technical College
(branches in Long Beach and Riverside)
Glendale Career College
Lawton School
(branches in Oakland and San Jose)
National Education Center
North-West College of Medical and Dental Assistants
San Joaquin Valley College, Inc.
Western Career College
(branches in Sacramento and San Leandro)

CO - Denver Technical College
(branches in Colorado Springs and Denver)

DC - National Education Center

FL - Keiser College of Technology
(branches in Fort Lauderdale and Melbourne)
National School of Technology, Inc.
(branches in Hialeah and North Miami Beach)
Ross Technical Institute

GA - Atlanta College of Medical and Dental Careers

IL - Gem City College

IN - Commonwealth Business College
Davenport College
(branches in Granger and Merrillville)

KS - Bryan Institute
Southern Technical College

KY - Phillips College
Southwestern College of Business

MA - Bay State Junior College

MI - Davenport College
Krainz Woods Academy of Medical Laboratory Technology
Ross Business Institute

MO - Bryan Institute
Missouri School for Doctors' Assistants

NJ - Omega Institute

NY - The New York School for Medical and Dental Assistants

NC - Northern Hospital of Surry County - School of Medical Technology

ND - Turtle Mountain School of Paramedical Technique

OH - Southwestern College of Business
(branches in Cincinnati, Dayton, and Middletown)
Stautzenberger College
(branches in Findlay and Toledo)

OK - Bryan Institute
Oklahoma Junior College
Southern Technical College
Southwestern Oklahoma State University @ Sayre

PA - Academy of Medical Arts and Business
James Martin School
National Schools
The Sawyer School
Western School of Health and Business Careers
(branches in Monroeville and Pittsburgh)

TN - Cumberland School of Technology

TX - Bryan Institute
Career Centers of Texas - El Paso, Inc.
National Education Center
Navarro College
San Antonio College of Medical & Dental Assistants, Inc.
(branches in McAllen and San Antonio)

VA - National Education Center

WA - Eton Technical Institute
(branches in Everett, Federal Way and Port Orchard)

WV - Boone County Career Center

ACCREDITED INSTITUTIONS:

AL - Capps College

AZ - Arizona Academy of Medical and Dental Assistants
Career One Medical Training Corporation
Crestwood Career Academy, Inc.
Pima Medical Institute
(branches in Tucson and Tempe)

AR - Eastern College of Health Vocations

CA - American College of Optics
Andon College
(branches in Modesto and Stockton)
California Institute
Concorde Career Institute
(branches in San Jose and Van Nuys)

CA - Health Staff Training Institute
Maric College of Medical Careers
(branches in San Diego, San Marcos and Vista)
Technical Health Careers School

CO - Medical Careers Training Center
Pima Medical Institute
PPI Health Careers School

DE - National Institute of Careers

FL - American Medical Training Institute
Beacon Career Institute
Florida Institute of Ultrasound, Inc.
Medical Arts Training Center
Ultrasound Diagnostic School
(branches in Pompano Beach and Tampa)
Vocational Institute

GA - Georgia Medical Institute

HI - Med-Assist School of Hawaii

ID - American Institute of Health Technology, Inc.

IL - Chicago Institute of Technology
Illinois Medical Training Center
Medical Careers Institute
National Technical College
The Ross Medical Education Center

IN - Aristotle College of Medical & Dental Technology
(branches in Greenwood, Hammond and Indianapolis)

LA - Eastern College of Health Vocations

MD - Ultrasound Diagnostic School

MA - Ultrasound Diagnostic School

MI - Ferndale Medical Careers, Inc.
Grand Rapids Educational Center for Medical & Dental Assistants
(branches in Grand Rapids and Kalamazoo)
Michigan Para-Professional Training Institute
(branches in Oak Park, Romulus and Roseville)
National Technical Institute
The Ross Medical Education Center
(branches in Detroit, Flint, Grand Rapids, Jackson, Lansing, Oak Park, Roosevelt Park, Saginaw and Warren)

MN - Medical Institute of Minnesota

MO - Al-Med Academy
Concorde Career Institute
Eastern Jackson County College of Allied Health
Midwest Institute for Medical Assistants
St. Louis College of Health Careers

NJ - Ultrasound Diagnostic School

NM - Pima Medical Institute

NY - Continental Health and Career Center
Mandl School
Ultrasound Diagnostic School
(branches in Elmsford, Mineola and New York City)

OH - Aristotle Institute of Medical and Dental Technology
Cleveland Institute of Dental-Medical Assistants, Inc.
(branches in Cleveland, Lyndhurst and Mentor)
Institute of Medical and Dental Technology
Professional Skills Institute

OR - Apollo College of Medical-Dental Careers
Western Medical College of Allied Health Careers

PA - Allied Medical Careers
(branches in Kingston and Scranton)
Delaware Valley Academy of Medical & Dental Assistants
Harmarville Training Institute
Ivanhoe Institute
McCarrie School of Health Sciences & Technology
North Hills School of Health Occupations
Philadelphia College of Osteopathic Medicine - School of Allied Health
Ultrasound Diagnostic School

PR - Antilles School of Technical Careers
Ponce Technical School, Inc.

TN - Nashville College

TX - ATI Health Education Center
(branches in Dallas and Fort Worth)
GT School of Dental Laboratory Technology
Southwest School of Medical Assistants

UT - American Institute of Medical-Dental Technology

WA - Pima Medical Institute

ABHES is listed as a nationally recognized accrediting agency by the U.S. Department of Education and the Council on Post-secondary Accreditation (COPA).

TABLE II

Allied Health programs offered in ABHES Accredited Schools

Program	Number
Adult Electroencephalography	10
Advance Respiratory Care Practitioner	3
Allied Health Administration	4
Cardiac Doppler	8
Central Service Technician	3
Combined Full Denture-Crown Bridge Technician	3
Crown Bridge Technician	1
Dental Assistants	48
Dental Laboratory Technology	4
Dental Laboratory Technician/Orthodontics	2
Dental Laboratory Technician/Porcelain	2
Dental Laboratory Technician/Prosthetics	2
Diagnostic Medical Sonography	2
Dialysis Technician	1
EKG/Laboratory Assistant	17
Electroencephalograph Technician	1
Emergency Medical Technician	2
Full Denture Technician	2
Gerontology Assistant	1
Hospital Unit Coordinator	7
Medical Administrative Assistant	5
Medical Administrative Specialist	4
Medical Assistant	145
Medical Data Processing	8
Medical/Dental Administrative Assistant	11
Medical/Dental Secretary	2
Medical Diagnostic Ultrasound	8
Medical Insurance Specialist	6
Medical Laboratory Assistant	4
Medical Laboratory Technician	21
Medical Office Management	7
Medical Receptionist	11
Medical Record Technician	1
Medical Secretary	12

Program	Number
Medical Transcription	12
Medico/Legal Assistant	1
Non-Invasive Vascular Technology	1
Nursing Assistant/Home Health Aide	42
Optical Dispenser	1
Optometric Assistant	5
Patient Accounts	1
Peripheral Cerebrovascular Doppler	9
Pharmacy Assistant	4
Pharmacy Technician	10
Phlebotomy Technician	12
Physical Rehabilitation Assistant	2
Physical & Respiratory Therapy Aide	1
Physical Therapy Aide	5
Physical Therapy Technician	4
Psychiatric Technician	3
Respiratory Therapist	3
Respiratory Therapy Technician	3
Radiography Technician	4
Radiologic Basic Machine Operator	1
Surgical/Operating Room Technician	2
Total Number of Allied Health Programs:	494

TABLE III

Accrediting Commission of the National Association
of Trade and Technical Schools

Accredited Institutions offering allied health programs:

AL - National Education Center - National Institute of Technology Campus

AZ - American Institute of Technology
Apollo College of Medical and Dental Careers
Career One Technical Training
Institute of Medical-Dental Technology @ Mesa
Long Medical Institute
National Education Center - Bryman Campus
Tempe Technical Institute
The Bryman School

CA - American Academy for Career Education
Apollo College of Medical and Dental Careers
Associated Technical College
Bay City College
California College for Health Sciences
California Paramedical & Technical College
Concorde Career Institute
Crenshaw Technical Institute, Division of Certified Welding/Trade
Eduplex Career Center, Division of Certified Welding & Trade School
Federico Colleges
Galen College of Medical and Dental Assistants
Golden State School
Institute for Business and Technology
Huntington College of Dental Technology
Lawton School
Los Angeles ORT Technical Institute
Maric College of Medical Careers
Med-Help Training School
Modern Technology School of X-ray
MTD College
MTI Business College of Stockton
National Career Education
National Education Center - Anaheim
National Education Center - Bryman Campus

CA - Northwest College of Medical & Dental Assistants
Nova Institute of Health Technology
Pacific Coast College
Pacific Coast College West
Professional Career College
San Diego College for Medical and Dental Careers
San Joaquin Valley College
San Joaquin Valley College of Medical/Dental Careers
Southwest College
Travel and Trade Career Institute
United Health Careers Institute
VTI
Western Career College
Western Career Institute
Whittier Institute of Technology

CO - Colorado College of Medical and Dental Careers
Denver Technical College
Denver Technical College @ Colorado Springs
Heritage College of Health Careers
Technical Trade Institute

CT - Connecticut Academy
Porter and Chester Institute

DC - Barclay Career School
Automation Academy
PTC Career Institute

DE - Star Technical Institute

FL - Barclay Career School
Career Training Institute
Concorde Career Institute
Court Reporting Careers
Flagler Career Institute
Hialeah Technical Center
International Technical Institute
Kesier College of Technology
Martin Technical College
Miami Institute of Technology
Miami Technical College
National Education Center - Bauder Campus
National School of Technology
New England Institute of Technology @ Palm Beach

FL - Ross Technical Institute
Wilma Boyd Career Schools

GA - Connecticut Academy
National Education Center - Bryman Campus

IL - Apollo College of Medical and Dental Careers
National Education Center - Bryman Campus
Ross Medical Education Center

IN - Professional Careers Institute

KS - Bryan Institute
Concorde Career Institute
Southern Technical College

KY - Phillips College

LA - Baton Rouge School of Computers
Lawton School
Southwest School of Health Careers
Southwest Tech
VTC

MA - National Education Center--Bryman Campus

MD - Automation Academy
Barclay Career School
Medix Schools

MI - Academy of Health Careers
Chandler Schools
Carnegie Institute
Concorde Career Institute
Grand Rapids Educational Center
Lawton School
National Education Center--Bryman Campus
Ross Medical Education Center

MN - Concorde Career Institute
Lakeland Medical-Dental Academy

MO - Bryan Institute
Concorde Career Institute
Missouri School for Doctors Assistants
Missouri Vocational Centers
Vatterott Educational Centers
VTC

MT - May Schools

NC - ECPI Computer Institute

NE - Omaha College of Health Careers
Omaha Opportunities Industrialization Center
VTI--Career Institute of Omaha

NJ - Barclay Career School
Berdan Institute
Dorothy Aristone's School of Paramedical/Business Professionals
Empire Technical Schools of New Jersey
Lyons Institute
Star Technical Institute
Union Technical Institute

NV - American Academy for Career Education

NY - Advanced Career Training
Allen School for Physicians Aides
American Career Schools
Cashier Training Institutes
Cashier Training Institute Long Island
Empire Career Center
Lehigh Technical School
Mandl School
Metropolitan Career Institute
Midland Career Institute
Nassau School
New York School for Medical/Dental Assistants
Suffolk Technical Institute
Suburban Technical School
Superior Career Institute
Techno-Dent Training Center
Union Settlement Association Training School

OH - Akron Medical-Dental Institute
Cleveland Institute of Dental and Medical Assistants
ETI Technical College of Niles
Lawton School
Leone School of Technology
PTC Career Institute
VTC
RETS Technology Center
Technology Education Centers

OK - American College
Bryan Institute
Southern Technical College

OR - Bradford School
Computer Career Institute

PA - Academy of Medical Arts and Business
Antonelli Institute of Art & Photography
Antonelli Medical and Professional Institute
Career Training Academy
Delaware County Institute of Training
Hiram G. Andrews Center
J. H. Thompson Academies
McCarrie Schools of Health Sciences and Technology
Median School of Allied Health Careers
National School of Health Technology
PTC Career Institute
RETS Education Center
Star Technical Institute
Tracey-Warner School
Western School of Health and Business Careers

PR - Centro de Estiedios Multidisciplinarieos
Instituto de Educacuon Universal
Ponce Paramedical College
San Juan City College

RI - New England Institute of Technology
School of Medical and Legal Secretarial Sciences

SC - Southern Technical College

TN - Medical Career College

TX - ATI-Health Education Center
Bryan Institute
Capitol City Trade & Technical School
Capitol City Training and Technical Schools
Career Centers of Texas
CBM Educational Center
Concorde Career Institute
Hallmark Institute of Technology
Metro Business Academy
National Education Center--Bryman Campus
National Education Center--Fort Worth Campus
National Education Center--National Institute of Technology Campus
San Antonio College of Medical and Dental Assistants
San Antonio College of Medical and Dental Assistants--McAllen
Simdex Technical Institutes
Southwest School of Medical Assistants
Texas College of Medical/Dental Careers
VTI
VTI--Academy for Medical & Dental Assistants
VTI--Business Computer School
Western Technical Institute

UT - Advanced Careers Institute
The Bryman School

VA - Barclay Career School
ECPI
ECPI Computer Institute
Electronic Institute of Technology
Virginia Institute of Technology

WI - Technical Institute of Milwaukee

The Accrediting Commission of the National Association of Trade and Technical Schools is listed as a nationally recognized accrediting agency by the U.S. Department of Education and the Council on Postsecondary Accreditation (COPA).

TABLE IV

Allied Health Programs offered in NATTS Accredited Schools

Program	Number of Programs
Cardiac Technician	10
Dental Assistant	85
Dental Laboratory Technician	21
Emergency Medical Technician	3
Medical Administrative Assistant	28
Medical Assistant	150
Medical/Dental Receptionist	43
Medical Lab Technician	16
Medical Office Manager	48
Medical Secretary	55
Nurse's Aide	63
Optometric Assistant	13
Respiratory Therapist	8
Surgical Technician	7
Vocational Nurse	8
X-Ray Technician	4
Total Number of Allied Health Programs:	562

TABLE V

Accrediting Agency	Health Discipline	Number of Graduates Per Year (a) 1988	1989	Number of Graduates Placed per Year (b) 1988	1989
Accrediting Bureau of Health Education Schools (ABHES)	Cardiac Technology: Electrocardiogram Operator; Adult Echocardiology, Cardiac Doppler; Peripheral Cerebrovascular Doppler	624	617	373	393
	Dental Assistant	1,213	1,151	952	839
	Dental Laboratory Techniques	280	442	185	280
	Emergency Medical Services; Emergency Medical Technician	230	184	138	138
	Medical Assistant	7,556	7,636	5,296	5,409
	Medical Secretary; Medical Receptionist; Medical Transcription; Health Unit Coordinator	694	436	444	297
	Medical Laboratory Technicians; Medical Laboratory Assistants	385	401	252	319
	Medical Word Processing; Medical Computer	95	170	64	99
	Medical Dental Insurance Processing; Medical Dental Secretary; Medical Dental Administration	461	557	304	361
	Nursing Aides; Nursing Technicians; Vocational/Practical Nurse	1,058	1,101	751	666
	Operating Room Technician; Surgical Technician	117	46	47	33
	Ophthalmic and Optometric Technicians and Aides	106	102	100	97

Accrediting Agency	Health Discipline	Number of Graduates Per Year (a) 1988	1989	Number of Graduates Placed per Year (b) 1988	1989
	Pharmacy Technicians and Aides	164	151	114	115
	Physical Therapy and Physical Rehabilitation Technician and Aides	250	245	228	207
	Phlebotomy Technicians	77	132	58	109
	Respiratory Therapists, Technicians and Aides	119	250	113	193
	Radiologic Technicians and Radiologic Basic Machine Operator	82	235	42	125
	Others	361	153	251	120
	Totals for ABHES Accredited Schools	13,872	14,009	9,712	9,800
Accrediting Commission National Association of Trade and Technical Schools (NATTS) (c)	Cardiac Technician Dental Assistant Dental Laboratory Technician Emergency Medical Technician Medical Administrative Assistants; Medical Assistants; Medical/Dental Receptionist; Medical Laboratory Technician; Medical Office Manager; Medical Secretary; Nurse's Aide; Optometric Assistant; Respiratory Therapist; Surgical Technician; Vocational Nurse; X-ray Technician	Summary statistics provided by NATTS for the years 1988 and 1989 indicate that 65,074 students graduated from NATTS-accredited institutions having allied health programs. In addition, the statistics indicate that 46,165 of these graduates were placed in employment settings. However, these statistics do not distinguish allied health graduates from other non-medical technical graduates. Nevertheless, it can be interpreted that a sizeable number of allied health practitioners are generated from these schools. The NATTS data collection computer program is being modified to provide more detailed statistics in the future.			

Notes: (a) For ABHES Accredited Schools the number of schools and placements covers the following periods: for 1988 (10-1-87 to 9-30-88); for 1989 (10-1-88 to 9-30-89).
(b) Placements made by school. No attempt was made to determine the number of placements that occurred through the graduate's own initiative.
(c) Individual totals for the allied health disciplines were unavailable.

AMERICAN MEDICAL TECHNOLOGISTS, 710 Higgins Road, Park Ridge, IL 60068 (708/823-5169)

1989 REPORT ON MEMBERSHIP - EDUCATION - EMPLOYMENT SURVEY

AMT ESTABLISHED - 1939 as a not-for-profit organization incorporated in the state of New Jersey

PURPOSE - to issue credentials to clinical laboratory and medical assisting personnel who meet certain stated educational, experience, and examination requirements. The categories of current registration are: Medical Technologist, MT(AMT); Medical Laboratory Technician, MLT(AMT); and Medical Assistant, RMA(AMT). Dental Assistant certification initiated in November 1989.

MEMBERSHIP - as of March 31, 1989

MT (AMT)	7,538
MLT(AMT)	1,709
RMA(AMT)	9,747
AML(AMT)	49 (Specialty registration, e.g., Histology, Chemistry, etc.)
Student Members	6,330
Total	25,373

13.2% response from Medical Technologists; 9.3% from Medical Laboratory Technicians; 4.8% response from Medical Assistants. Percents may total more than 100% where several categories were checked. Figures cited are in percents.

EDUCATIONAL BACKGROUND

.4	Graduate Degree: Ph.D.
4.0	Graduate Degree: Master's
2.2	Graduate Course Work, no degree
17.2	College, Bachelor's Degree
13.5	College, Associate Degree
13.8	College, less than 4 years, no degree
42.0	Vocational School
10.9	Uniformed Services training
13.2	On-the-job training

WHERE EMPLOYED

42.8	Hospital
17.9	Clinic or Independent Lab
23.5	Physician's Office/Lab also: 13.1
10.6	Industry
14.9	Educational Institution
1.2	Uniformed Services
1.7	Government Agency other than a hospital
.8	Specialized Facility, e.g., Blood Bank
6.6	Other

POSITION HELD CURRENTLY

3.0	Director of Laboratories
1.1	Assistant Director of Laboratories
16.0	Chief Technologist/Laboratory Manager
9.0	Department Supervisor
3.0	Assistant Department Supervisor
24.0	Staff Medical Technologist
10.0	Medical Laboratory Technician
21.3	Registered Medical Assistant
1.1	Educator
14.0	Student
6.0	Retired or unemployed
10.0	Other

AMT IS A MEMBER OF:

National Commission for Health Certifying Agencies/National Organization for Competency Assurance
National Council on Health Laboratory Services
National Committee for Clinical Laboratory Standards
National Society for Medical Research

POLICIES - AMT's primary task is to provide valid credentials to persons meeting AMT's certification standards. In addition, AMT produces several publications, conducts scientific meetings and seminars, and generally performs the functions and services of a professional society and registry in providing a forum where members can work together to attain individual and common professional goals.

OBJECTIVES - to assist in providing quality health care for all people. To continue the registry's steady progress through widening recognition of its credentials by professionals engaged in the healing arts and sciences and by the general public.

ORGANIZATION - geographically divided into five districts consisting of 39 active state societies and an organized Canadian affiliate.

SOME AMT FACTS -

- AMT is the largest independent certifying agency owned and operated by clinical laboratory practitioners for medical technologists, technicians, and medical assistants.
- For over 50 years, AMT has recognized Uniformed Services training for laboratory personnel and offered certification to graduates of these programs.
- Acted on the need for a variety of training programs producing manpower for clinical laboratories.
- Was the first to establish the MLT, medical laboratory technician category.
- Set up a realistic career ladder based on experience and/or accumulation of academic credits and challenge examination from level of MLT to MT.
- Encourages the free enterprise system and recognizes medical technologists who operate private clinical laboratories.
- Participates in all major conferences on clinical laboratory manpower, training, and credentialing.

ACCREDITING BUREAU OF HEALTH EDUCATION SCHOOLS

Oak Manor Office, 29089 U.S. 20 West, Elkhart, Indiana 46514 (219/293-0124)

The Accrediting Bureau of Health Education Schools is an autonomous agency of American Medical Technologists.

The Bureau is listed on the U.S. Commissioner of Education list of nationally recognized accrediting agencies and organizations and is recognized by the Council on Postsecondary Accreditation.

The Bureau is charged with accrediting medical laboratory technology programs below the baccalaureate degree level. These may include those in junior and community colleges, vocational-technical schools, hospital schools, training programs sponsored by the Uniformed Services, and those in State and Federal correctional institutions as part of rehabilitation programs. In addition, the Bureau accredits programs for medical assistant training.

AMERICAN MEDICAL TECHNOLOGISTS INSTITUTE FOR EDUCATION (AMTIE)

A not-for-profit corporation founded by AMT to provide continuing education programs for laboratory personnel as well as a mechanism for recording Continuing Education Credits earned by AMT members. Programs include home-study courses, audio-visual devices, special articles in the *AMT Events Continuing Education Supplement*, workshops, seminars, and mini-courses. Programs offered by industry and educational institutions are reviewed for merit and approved for AMTIE/CE credit.

CONCLUSION

Private health career schools offer a great variety of programs that prepare for direct employment. These schools have identified a particular goal(s) and know what excellence is in terms of these goals, and thus they have established educational programs (learning through doing) in order to produce these results.

Private health career schools respond rapidly to employer and/or community needs and tailor their programs to meet the needs of the student. The students' training offers them early access to employment in an occupation and/or profession of their choice.

The growing need for trained health personnel will continue to increase into the year 2000. It is projected that only 2 jobs in 10 will require a college degree. With colleges doing less in health personnel education most of the training will be conducted in private health career schools.

Graduates of allied health programs from the accredited schools are providing quality health care to the consumers of health care services. This education, in many instances, is the stimulus for these health care practitioners to further their education and advance in a particular occupation or profession.

APPENDIX A

American Medical Technologists

Celebrating 50 Years

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October 17, 1988

Howard V. Stambler, Director
Office of Data Analysis and Management
Room 8-41 Parklawn Building
5600 Fishers Lane
Rockville, Maryland 20857

Dear Mr. Stambler:

American Medical Technologists reviewed the Sixth Report to the President and Congress on the Status of Health Personnel in the United States prepared by the Health Resources and Service Administration. A cover letter accompanying the publication requested that comments about the publication be directed to you.

By way of identification, AMT is a national certifying body and registry of some 16,500 medical technologists, medical laboratory technicians and medical assistants. AMT is entering its 50th year of certification activity and service to these segments of the allied health professions.

AMT presently certifies three levels of allied health personnel. AMT awards an MLT (medical laboratory technician) certificate to individuals who have completed an accredited educational program in either a college or proprietary setting, including a requisite amount of clinical training, and who successfully negotiate AMT's medical laboratory technician examination. After three additional years of experience, an MLT registrant is eligible to take AMT's medical technologist examination, passage of which earns the individual an MT certification. AMT thus provides individuals with a "career ladder" option for attainment of the medical technologist certification. Unlike some other certification schemes, AMT's career ladder option does not require a medical laboratory technician to return to college for a baccalaureate degree in order to qualify for advancement to the technologist level. AMT strongly believes, and experience has borne out, that the prescribed combination of education, experience and written examinations well qualifies individuals for MT status.

In addition, since 1971 AMT has certified Registered Medical Assistants (RMAs), who work primarily in physicians' offices. RMAs are trained to perform administrative functions as well as basic medical and laboratory procedures. Medical assistant training usually involves formal education in an accredited program of

American Medical Technologists

from nine months to two years duration. In addition to required training and/or experience, a candidate for AMT certification as an RMA must pass a written examination.

AMT also sponsored and developed during the 1960s the Accrediting Bureau of Health Education Schools (ABHES), for the accreditation of private and proprietary health education institutions as well as specialized programs for MLT and medical assistant education. The U.S. Department of Education has listed ABHES as a nationally recognized accrediting agency and the Council on Postsecondary Accreditation also recognizes ABHES to accredit medical laboratory technician and medical assistant education programs in the private sector.

AMT also sponsors AMTIE--the American Medical Technologists Institute for Education. This foundation sponsors research for the development of studies in the medical technology and medical assistant fields. AMT also provides comprehensive continuing education programs to its members.

AMT is a Category A member of the National Commission for Health Certifying Agencies (NCHCA). This organization, now a part of the National Organization for Competency Assurance (NOCA), grants membership upon a rigorous showing of compliance with national standards for certification agencies such as AMT. These standards currently include periodic revalidation of certification every five years, under which AMT registrants accumulate current continuing education credits or take a re-examination in order to update their credentials.

Having identified AMT, the following comments are presented for your evaluation and consideration:

1. Nowhere in the section on Clinical Laboratory Personnel is there a mention of American Medical Technologists or the Accrediting Bureau of Health Education Schools.

2. Under the section on Licensure and Credentialing of Clinical Laboratory Personnel the report lists the American Society of Medical Technologists (ASMT). ASMT is a society and not a certifying agency.

3. Do the statistics, i.e., 250,000 persons certified by ASCP and 32,000 certified by the National Certification Agency for Medical Laboratory Personnel (NCA for short) include all persons certified since the inception of the agencies or do they cover current active registrants? I would venture to guess that the former is true. If that is correct then the data have very little value.

   Since its inception in 1939 American Medical Technologists has certified 26,758 Medical Technologists, 5,886 Medical Laboratory Technicians and 24,358 Medical Assistants for a total of 57,002 certificates issued.

American Medical Technologists

However, for statistical purposes AMT only gives the figures for its current active and identifiable practitioners. These are the practitioners who annually renew their registration and are listed as active members. At the close of our fiscal period on September 30, 1988, there were 7,230 Medical Technologists, 1,582 Medical Laboratory Technicians, and 8,131 Medical Assistants on our roles for a total of 16,943.

Also enclosed you will find a brochure of the Accrediting Bureau of Health Education Schools which lists their accredited programs and schools with institutional accrediting.

In addition, every two years AMT issues a report on current active Membership--Education and Employment. I am enclosing a copy of our 1986 Survey Report. The 1988 report will be available at the close of our renewal period on March 31, 1989.

Finally, the Sixth Report to the President and Congress on the Status of Health Personnel as well as the recent Institute of Medicine (IOM) study Allied Health Services: Avoiding Crisis which the Bureau of Health Professions, Health Resources and Services Administration funded, appear to have a built-in bias favoring Allied Health Programs at the baccalaureate and graduate degree level, since most of the Bureau of Health Professions funding is directed toward such programs.

Some of the recent amendments to Title VII of the Public Health Service Act appear to encourage independent practice for allied health practitioners, using the academic pathway in medicine as a model (a baccalaureate degree, master, doctorate).

I would suggest that the Bureau of Health Professions, Health Resources and Service Administration in their Sixth Report to the President and Congress and in funding future studies such as the recent IOM study on Allied Health Service, title them for what they are, i.e., reports and studies on baccalaureate and graduate degree programs. Such reports or studies are not representative of all allied health personnel.

Amrican Medical Technolgoists is of the opinion that there is no impartial, substantive evidence that supports the baccalaureate degree as the academic requirement for entry into the profession and certification as a medical technologist.

HCFA admitted as much in the Revision of the Clinical Laboratory Regulations for the Medicare, Medicaid and CLIA 1967 Programs---Proposed Rule (Federal Register, August 5, 1988):
". . . there is limited evidence available to correlate the degree level of an individual with the quality of the test results produced."

American Medical Technologists

Thank you for your attention to AMT's concerns.

Sincerely,

AMERICAN MEDICAL TECHNOLOGISTS

Chester B. Dziekonski

Chester B. Dziekonski
Executive Director

CBD:lp
encl.

cc: T. Jarrett Clinton, M.D.
David N. Sandwall, M.D.
Thomas D. Hatch
AMT Board of Directors
Appropriate House and Senate Committees on Health

APPENDIX B

American Medical Technologists

AMERICAN MEDICAL TECHNOLOGISTS EVALUATION OF THE
IOM STUDY--ALLIED HEALTH SERVICES: AVOIDING CRISES

After a careful review of the pre-publication copy of "Allied Health Services: Avoiding Crises," a report on the 18 month study by a committee of the Institute of Medicine (IOM), American Medical Technologists (AMT) offers the following comments about the study in general and medical technology in particular.

By way of identification, AMT is a national certifying body and registry of some 16,500 medical technologists, medical laboratory technicians and medical assistants. AMT is entering its 50th year of certification activity and service to these segments of the allied health occupations.

AMT realizes that Public Law 99-129, the Health Professions Training Act of 1985, Sec. 223(a)(1) authorizes the Secretary of Health and Human Services to arrange for the conduct of a study concerning the role of allied health personnel in health care delivery. Historically Public Law 99-129 authorized funding for allied health education programs at the baccalaureate and graduate degree levels with some consideration given to allied health programs in two year community and junior colleges.

Therefore, our initial observation is: Despite the Congressional study charge to "assess the role of allied health personnel in health care delivery," the section on Clinical Laboratory Technology is flawed by omission of personnel other than the technologist level and those segments of the training system preparing such personnel. Increased automation and employment of technicians and medical assistants in large reference labs and physicians' offices have created the demand; proprietary vocational schools are geared to satisfy the demand.

Because of the educational limitations, as stated in the previous paragraph, on Public Law 99-129 the Health Professions Training Act, and because the report treats primarily educational programs and their graduates at these levels, while relying on input from organizations representing these constituencies, the report strongly reflects this limited segment of allied health education and personnel. One has to carefully search to find any evidence of private health career, vocational, or armed forces schools that are educating individuals in a variety of allied health occupations and thus are making a major contribution to Allied Health Services. The report does not comment on the contribution of accrediting agencies other than the Committee on Allied Health Education and Accreditation (CAHEA).

AMT is of the opinion that the Congressional Mandate, included as appendix I of the report, does not set limitations on the study, i.e., it could and should include other than CAHEA accredited programs and the interests it serves. Should one conclude that limiting the focus of the study to higher education was an arbitrary decision on the part of the study committee? Do the members of the committee reflect the broadest possible representation of allied health education, credentialing and organizations? In AMT's opinion-they do not! The report suffers from a lack of input from private health career educators, credentialing and membership organizations which are not represented by CAHEA or higher education groups.

Does the report give direction to help avoid "crises"? The report is primarily descriptive rather than prescriptive. The current issues and problems are clearly stated but little is offered in the way of advice or steps to be taken to avoid "crises"--if indeed problems in the field can be called "crises."

The report acknowledges that "None of our recommendations is self-implementing. Each requires a principal party to convince others to join in their efforts or to accede to alterations in traditional ways of operating, whether in educating students, delivering services or supporting professional interests."

Ground-breaking research really was not conducted. A review of archival data is presented. Perhaps resources could have been better allocated to undertake research that would have provided definitive data to the committee.

The report mentions that non-certified personnel are filling roles, but goes no further. Accurate statistics on numbers in the field and those who are certified vs. non-certified are sorely needed. Once the data are known, what should be done about non-certified people? The committee fails to address this issue.

The committee failed to use the opportunity to learn from employers and practitioners what they advocate as entry-level training for the various allied health occupations.

Specifically as this report relates to medical technology we make the following observations:

1. Is there a shortage of medical technology personnel? The field is currently in a state of change. Can accurate predictions be made?

2. Chapter 2, Page 14, table 2.1: With the growth projected for Medical Technologists (MTs) and Medical Laboratory Technicians (MLTs) from 238,000 in 1986 to a projected low of 285,000 in the year 2000 is this not an argument against restrictive entry-level demands and licensure as well as the cut-off of the HHS Proficiency Examination?

The study recommends: "Alternate pathways to entry-level practice should be encouraged---" These should include proprietary vocational/technical schools, as well as community colleges and baccalaureate programs.

A similar recommendation made in 1980 in the report Future of Allied Health Education conducted by the National Commission on Allied Health Education supported by a grant from the W. K. Kellog Foundation to the American Society of Allied Health Professions (ASAHP) stated:

> "Providing maximum opportunity for student development without added cost to society can be achieved by removing arbitrary barriers in the accreditation and credentialing processes and the educational system that impeded smooth articulation and transfer of credit, and by providing recognition for learning that has already taken place."

ASAHP and institutions of higher education have not addressed the "linkage" issue except where two year junior and community colleges are concerned. Realistic career ladders based on education and experience plus passing a recognized prerequisite examination is a constructive alternate pathway. Why is there opposition to this concept from university-based educators?

Chapter 4, page 9: "Baccalaureate prepared medical technologists need less supervision than other personnel---" What is the basis for this statement? HCFA, in its August 5 Federal Register publication of proposed rules stated: ". . . there is limited evidence available to correlate the degree level of an individual with the quality of the test results produced."

Chapter 1, page 7: "Today a bachelor's degree with a major in medical technology, biology or chemistry is the standard prerequisite for medical technologists." How was this determined?

On the issue of licensure we agree that ". . . . licensure appears to be inconsistent with the flexibility that will be needed," and "Finally, if a four-year degree becomes mandatory for licensure, and licensure becomes a more widespread requirement, the balance of supply and demand could be severely disrupted." Not only is this an argument against licensure, but will not licensure exacerbate employment "crises"?

In addition, AMT questions:

1. Why must every allied health discipline follow the traditional professional path carved out by medicine with the stepping stones of independent practice? Formal educational requirements are deified beyond what is needed for competency at the entry-level, and graduate programs are developed for positions that are not available in most clinical laboratories.

2. A key point is mentioned in the Summary of the report: ". . . there are unresolved issues concerning the level of personnel that will be allowed to perform certain jobs. The way these issues are resolved could determine whether major imbalances will occur." Would not the committee have done a great service to the allied health field by addressing these "unresolved issues" and offering solutions?

3. While accreditation, specifically in conjunction with CAHEA, was given wide coverage, very little exposure was given to certification and the National Commission for Health Certifying Agencies (NCHCA) within the National Organization for Competency Assurance (NOCA). NCHCA criteria for recognizing certifying agencies should be as widely accepted as are the U.S. Department of Education (USDE) and the Council on Postsecondary Accreditation (COPA) criteria for recognizing accrediting agencies. Great strides in assuring competent allied health practitioners should come as a result of the combined efforts of these groups. The IOM Study Committee would have advanced the cause of avoiding crises in allied health services by focusing an equal amount of attention on certification and NCHCA as was devoted to accreditation and CAHEA.

APPENDIX C

American Medical Technologists

Celebrating 50 Years

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October 18, 1988

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President Ronald Reagan
White House
1600 Pennsylvania Avenue, N.W.
Washington, D.C. 20500

Dear Mr. President:

Enclosed are two American Medical Technologists (AMT) responses to recent studies and reports about Allied Health Care Practitioners being circulated to the President and Congress.

The AMT responses are in regard to:

1. Sixth Report to the President and Congress on the Status of Health Personnel in the United States.

2. The Institute of Medicine (IOM) Study, Allied Health Services: Avoiding Crisis.

AMT believes there are flaws in the portions of the report/study that deal with clinical laboratory personnel:

1. Even though the titles of these two documents do not limit the scope of the report/study, there is a glaring omission of personnel and their training below the Technologist level.

2. Each document implies that a baccalaureate degree is the benchmark for entry level medical technologists even though there is no substantive impartial data to support this claim.

3. While concentrating on personnel at the Technologist level and those segments of the training system preparing such personnel, almost no recognition is given to personnel trained in private health career and vocational schools, or to Uniformed Service trained personnel and their educational programs.

4. The Sixth Report to the President and Congress on the Status of Health Personnel in the United States does not include AMT and its manpower and education programs.

5. The report/study ignores the existence of career ladders that allow a technician to advance to the level of a technologist through experience and appropriate examination without returning to school to earn the academic degree.

American Medical Technologists

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AMT questions whether the documents' emphasis on baccalaureate and graduate degrees and independent practice for medical technologists is resulting in the creation of a pool of overly-educated individuals for clinical laboratory positions that are non-existent. What impact will this have on holding the line on the cost of the delivery of quality laboratory services to the health care system?

Please give AMT's concerns serious consideration.

Sincerely,

AMERICAN MEDICAL TECHNOLOGISTS

Chester B. Dziekonski

Chester B. Dziekonski
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